

**A Guide to the 2014-15 Annual
Adequate Yearly Progress Report**

August 2015



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A Guide to the 2014-15 Annual Adequate Yearly Progress Report

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North Dakota Department of Public Instruction August 2015

I. Purpose

The North Dakota Department of Public Instruction generates and disseminates annual Adequate Yearly Progress (AYP) Reports for every public school, public school district, and the state against established performance indicators and achievement goals, as required by state and federal laws. This guidance document provides a summary of the performance indicators, achievement goals, and determination procedures used to compile and publish the 2014-15 annual state AYP reports.

A. Primary Indicator: Student Participation in the North Dakota State Assessment

It is the long-standing practice of the North Dakota Department of Public Instruction to generate annual AYP reports against two primary indicators:

- (1) Student achievement in mathematics and English language arts/literacy in the aggregate and disaggregated by subgroup as measured on the North Dakota State Assessments; and
- (2) Student participation in the North Dakota State Assessments in mathematics and reading in the aggregate and disaggregated by subgroup.

The state also administers the North Dakota State Assessment in science for all public schools; however, science is not included in any AYP calculations or determinations.

The 2014-15 AYP reports differ from previous years' reporting in one critical regard, based on an AYP Freeze reporting waiver provided to the state by the U.S. Department of Education (USED). For this year's AYP report, student achievement rates from the state assessments will not be considered in determining schools' or districts' AYP designations. Instead, AYP determinations will be based solely on participation rates as the primary indicator for all schools, plus graduation rates for high schools and attendance rates for elementary and middle schools, as the secondary indicators for reporting.

The 2014-15 AYP reports will have an appearance similar to previous years' reports; however, the designated student achievement rates will be presented as blank cells, representing non-reportable achievement data. School plant and school district AYP reports are posted on the secure STARS system, allowing administrators to preview their schools' reports prior to any public release. The NDDPI then posts all finalized, certified AYP reports on the NDDPI school profile website: <https://www.nd.gov/dpi/report/Profile/>, for public access. The NDDPI will report, nevertheless, full student achievement rates in the 2014-15 School Profile reports, which are issued later in the fall 2015. North Dakota will revert back to a full AYP report presentation, including student achievement rates, for the 2015-16 AYP reports.

**Primary AYP Indicator Changes for 2014-15:
Participation Rates Reported, Achievement Rates Omitted**

In February 2015, the U.S. Department of Education (USED) provided to the states the opportunity to apply for an AYP Freeze Waiver of certain reporting requirements, allowing states within their 2014-15 AYP reports to remove student achievement rates from any AYP determinations, while retaining participation rates, graduation rates, and attendance rates within the calculation and reporting of AYP determinations for schools, districts, and the state. The USED provided this one-year Freeze Waiver opportunity to allow states to better transition into new state assessment systems, based on college and career readiness standards, such as North Dakota provides, thereby minimizing the effects of a substantially new assessment system and its new achievement standards presentation.

The NDDPI submitted its AYP Freeze Waiver to the USDE on March 31, 2015. On May 20, 2015, the USED awarded North Dakota this AYP Freeze reporting waiver.

Under this flexibility, North Dakota still generates an AYP report for every school and district in the state. The AYP report only reports data on participation rates, graduation rates, and attendance rates. The AYP report does not report student achievement scores for the 2014-15 state assessment. Schools and districts that make AYP will remain in the same category for program improvement and will be allowed to continue implementing the same interventions in 2015-16, which were required to be implemented in the 2014-15 school year.

The calculation method for student achievement will not be administered during 2014-15 and is not presented within this guidance.

B. Secondary Indicators: Attendance or Graduation

In addition to the reporting of student participation rates on the North Dakota State Assessment, the state's annual AYP reports present performance data on a set of secondary indicators:

- (1) Student attendance rates for elementary and middle schools; or
- (2) Student graduation rates for high schools.

C. AYP Governing Rules

The legal requirements and protocols referenced to generate AYP reports are presented within the North Dakota Consolidated State Application Accountability Workbook (hereafter referred to as the ND Accountability Plan), approved by the U.S. Department of Education, and is available at the following web address:
https://www.nd.gov/dpi/uploads/89/current_acct_wrkbk.pdf. Although not intended to replace the North Dakota Accountability Plan, this guide provides an overview of the major components of these AYP reports.

AYP determinations are made for each public school plant, each public school district, and the state based on the same AYP rules identified in the North Dakota Accountability Plan.

- *School AYP Report.* A school's AYP report includes all students receiving educational services from the identified public school plant;
- *District AYP Report.* A district's AYP report rolls up or includes all students receiving educational services from all public school plants within the district;
- *State AYP Report.* The state's AYP report rolls up or includes all students receiving educational services from all public school districts and state institutions within the state.

To access any AYP report, refer to the Department's website at the following address: <https://www.nd.gov/dpi/report/Profile/>. The procedures presented within this guidance apply similarly for all public school, district, and state AYP reports.

II. Calculating and Reporting Adequate Yearly Progress for Schools, Districts, and the State

AYP reports are generated for each school plant, school district, and the state by separately calculating various primary and secondary indicators, based on reporting size and demographic makeup. AYP reports for school plants are based on up to 27 separate indicators, AYP reports for school districts and the state are based on up to 28 separate indicators, since school districts and the state receive both the elementary secondary indicator (i.e., attendance) and the high school secondary indicator (i.e., graduation). These indicators include the following.

Performance Indicators and Achievement Goals Used in Determining AYP

I. Primary Indicator: Participation on State Assessment			
Population	Math Student Participation (95%)*	English/ Language Arts Student Participation (95%)*	Graduation (89%)*
Total	*	*	*
White students	*	*	*
Native American students	*	*	*
Black students	*	*	*
Asian students	*	*	*
Hispanic students	*	*	*
Economic disadvantaged	*	*	*
Disabilities	*	*	*
Limited English Proficient	*	*	*
II. Secondary Indicators			
A. Elementary/Middle Schools: attendance rates (93%)*			
B. High Schools: graduation rates (see Graduation column subgroup listing)			

*The marked achievement goals indicate the expected level of performance to be met by each school, district, and the state. The state's Accountability Workbook defines the manner in which achievement goals are set and used in calculating annual AYP reports.

During the AYP determination process, schools receive the benefit of a five-tiered review; districts and the state receive the benefit of a four-tiered review:

1. Review of 2014-15 participation, attendance, and graduation data with a reliability test;
2. Review of 2013-14 and 2014-15 participation, attendance, and graduation data with a reliability test;
3. Review of 2012-13, 2013-14, and 2014-15 participation, attendance, and graduation data with a reliability test;
4. Determination of Safe Harbor, marking at least a 10% improvement in performance from the preceding year. This marks the end of the review process for districts and the state only.
5. Review of targeted Title I participation, attendance, and graduation data with a reliability test, restricted for use by schools with Title I targeted assistance schools;
 - a. Review of 2014-15 participation, attendance, and graduation data with a reliability test;
 - b. Review of 2013-14 and 2014-15 participation, attendance and graduation data with a reliability test;
 - c. Review of 2012-13, 2013-14, and 2014-15 participation, attendance, and graduation data with a reliability test;
 - d. Determination of Safe Harbor, marking at least a 10% improvement in performance from the preceding year.

If a school passes any of these five levels of review, the school is identified as “*Met adequate yearly progress*.” If a school does not pass any of these five levels of review, as is applicable to the school, then the school is identified as “*Did not make adequate yearly progress*.” This multi-step determination process ensures that any designation of “*Did not meet adequate yearly progress*” is reliable and constitutes a warranted identification. The rules used to determine all statistical reliability tests are specified in Appendix A.

AYP Report Legend. The AYP report uses certain symbols to represent a school’s AYP status within each indicator category. The legend uses the following symbols to represent these AYP status statements:

[No Symbol] “Met Adequate Yearly Progress.” This statement indicates that the school met the requirements for AYP for that category, as indicated by the absence of a symbol next to the indicator category’s rating.

***** **“Did not meet Adequate Yearly Progress.”** This statement indicates that the school did not meet the requirements for AYP for that category, as indicated by the placement of an “*” next to the indicator category’s rating.

i **“Insufficient data to determine Adequate Yearly Progress.”** This statement indicates that every indicator category has an “i” for “*Insufficient data to determine Adequate Yearly Progress*”. Any category with an “i” for “*Insufficient data to determine Adequate Yearly Progress*” indicates that the 2014-15 student sample size (or the combined sample size from 2012-13, 2013-14, and 2014-15, if the previous years’ data was not reported out) within that category was

insufficient to make a reliable AYP determination and that multiple year data was referenced to generate a report. Consequently, one should be careful not to attribute any findings to this statement.

- + **“Graduation Improvement.”** A plus sign (+) indicates that a high school has met its graduation AYP indicator based on a 4, 5-, or 6-year graduation improvement target. Refer to Section IV(B) below for details.

Protection against individual student identification. The *Family Educational Rights and Privacy Act* forbids the reporting of any information that might lead to the identification of an individual student. Refer to the state Accountability Plan, section 5.6, regarding the state’s provisions to ensure the privacy of students.

Student Identification Protection Rule. If a school’s or subgroup’s sample is fewer than 10 students in one or up to three years, then no achievement data may be reported for that school or specific subgroup.

III. Calculating and Reporting Participation Rates on the North Dakota State Assessment

Student participation on the North Dakota State Assessments is a primary indicator in determining AYP. Adequate Yearly Progress is determined on student participation rates to ensure that all students are engaged in the state’s accountability system. The participation rate is calculated by dividing the number of students who participated in the North Dakota State Assessment, combining both the standard and alternate assessments, by the number of students reported on the fall enrollment report and validated on the online assessment report. Federal law requires a 95% participation rate. The state applies a statistical reliability test to determine the AYP status. All students must be accounted for within the school’s pupil membership report. The state audits school enrollment data to monitor school compliance with this requirement.

The 2014-15 AYP reports are calculated based on the definition of a *full academic year*, which comprises 173 instructional days. School personnel validate the full academic year status of all students on the online assessment report, or as evidenced in the state student enrollment files.

The state Accountability Plan allows for the exemption of certain students from the requirement to participate in the state assessments, including students with significant medical emergencies, foreign exchange students, home education students, and those students whose parents voluntarily exempt their children from participating in the state assessments.

Composite Participation Rates. Adequate Yearly Progress is determined on student participation rates to ensure that all students are engaged in the state’s accountability system. A composite participation score is calculated according to the following method.

Number of students within each school
who participated on the ND State Assessments
(divided by)

Total number of students reported on the school's fall enrollment report
and validated on the online assessment report.

Subgroup Participation Rates. Adequate Yearly Progress is determined on student participation rates for each subgroup to ensure that all students within subgroups are engaged in the state's accountability system. A school's subgroup participation rate is calculated according to the following method.

Number of students within each subgroup
who participated on the ND state assessments
(divided by)

Total number of subgroup students reported on the school's fall enrollment
report and validated on the online assessment report.

Rules to Ensure the Reliable Reporting of Student Participation Rates

During the 2014-15 test administration, the rollout year for the North Dakota State Assessment, based on the Smarter Balanced model, certain testing disruptions may have restricted some students' ability to fully engage in the NDSA, within preferred testing conditions. To ensure proper, reliable calculations of student participation rates, the ND Department of Public Instruction adopted the following reporting rules.

Student participation rates were determined by awarding to schools and districts the higher rate determined from among the following steps:

1. Calculating the 2015 NDSA participation rate; or
2. Calculating the average rate from the combined 2015 and 2014 NDSA participation data; or
3. Calculating the average rate from the combined 2015, 2014, and 2013 NDSA participation data; or
4. Removing the 2015 participation data from consideration and then calculating the average rate from the combined 2014, 2013, and 2012 NDSA participation rates.

These rules ensure that schools and districts are awarded for fully engaging students in the NDSA and are not adversely impacted by any suspect 2015 participation data.

IV. Calculating and Reporting Attendance or Graduation Rates

The secondary indicator for measuring a school's adequate yearly progress is either student attendance rates for elementary and middle schools or student graduation rates for high

schools. Student attendance rates are reported as a composite score representing all students in the grades tested for the purposes of determining AYP. Student graduation rates are reported as a composite rate and for any reportable subgroups. To ensure optimal reliability, both attendance and graduation rates are determined based on pupil membership records submitted by school districts.

A. Student attendance rates defined. The State of North Dakota has adopted the student attendance rate for each school as the secondary academic indicator for determining AYP for elementary and middle schools. The state has established a student attendance target rate of 93% based on North Dakota baseline impact data. Any school with an attendance rate that is statistically lower than this target point will be identified for not making AYP.

Attendance rate is defined as the aggregate days of attendance in a school divided by the aggregate days of enrollment. The attendance rate is included in the aggregate for AYP. Attendance data are collected through the state's pupil membership reporting system. A statistical test is applied to ensure confidence that any AYP determination is reliable. Refer to Appendix A for a review of the statistical test.

The following formula applies for calculating a school's attendance rate:

$$\frac{\text{Total actual attendance days for all enrolled students in the grades tested}}{\text{(divided by)}} \\ \text{Total enrolled days for all students in the grades tested (grades 3-8 and 11)}$$

B. Student graduation rates defined. As specified within the state's Accountability Plan, the graduation rate now reports the percentage of students who entered the high school as members of the 2014 graduation class cohort and who ultimately graduated. The 2014 graduation cohort includes enrollment data from the cohort's ninth grade (2010-11 school year), tenth grade (2011-12 school-year), eleventh grade (2012-13 school-year), and twelfth grade (2013-14 school-year).

The State of North Dakota has established the graduation goal of 89% for each high school.

The graduation rate definition requires the state to report graduates, retentions, and dropouts, within cohorts, in the aggregate and by subgroup. The state calculates graduation rates based on a school's reported dropout and graduation data. Student-specific graduation data are collected from the June 2014 Pupil Membership Report for the graduation class of 2014. Graduations that occur during the summer of 2014 are amended into the final rollup of graduates.

The graduation rate is defined by calculating a school's graduation rate:

$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2014}}{\text{(divided by)}}$ $\text{Number of first-time 9}^{\text{th}} \text{ graders in fall 2010 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2010-11, 2011-12, 2012-13, 2013-14, and through summer 2014}$
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On AYP reports for school districts and the state, an AYP determination status score is recorded for both attendance and graduation.

Graduation Regulations Affecting 2014-15 Reporting

In 2008, the U.S. Department of Education (USDE) announced final regulations and guidance, establishing a more uniform and accurate way of calculating high school graduation rates that will be comparable across all states nationwide (<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>). These new graduation rate reporting rules became effective with the 2010-11 adequate yearly progress reports.

The 2014-15 graduation reports calculate graduation rates based on a metric that reports a baseline graduation rate (2014 graduate cohort) with possible consideration of up to two years amended reporting (2012 six-year extended graduate cohort and 2013 five-year extended graduate cohort). These state reports effectively represent amended rolling graduation rates for each of the current and preceding two years <https://www.nd.gov/dpi/data/gradrate/>. AYP reports specify aggregate and disaggregated subgroup graduation rates for all high schools, districts, and the state.

Reportable within the 2014-15 academic year, the state incorporates a conditional, five-year and six-year extended adjusted cohort graduation rate rule, which includes the effect of students who take longer than four years to receive their high school graduation diploma. This five-year and six-year extended adjusted cohort graduation rate credits schools and districts for successfully graduating students who take longer than four years to graduate high school with a regular high school diploma. The state accounts for the proper compilation, calculation, and reporting of any five-year and six-year extended cohort graduation rates as specified in the non-regulatory guidance, dated December 22, 2008, issued by the U. S. Department of Education.

Below is an illustration of how the four-year, five-year, and six-year cohort model will report graduation rates based on annual data amendments. Individuals are encouraged to study the 2008 federal guidance, which outlines the specific features and requirements of this forthcoming graduation rate report.

Multi-Year Cohort Model Progression of Reporting

Status	2012 Graduate Cohort	2013 Graduate Cohort	2014 Graduate Cohort
Grad + 2 (Sixth year grads)	Amendment #2 (2014 update)		
Grad + 1 (Fifth year grads)	Amendment #1 (2013 update)	Amendment #1 (2014 update)	
Graduation Rate Baseline (Senior Year)	2011-12	2012-13	2013-14
Junior Year	2010-11	2011-12	2012-13
Sophomore Year	2009-10	2010-11	2011-12
Freshman Year	2008-09	2009-10	2010-11

Example: Amendment #2 of the 2012 Cohort (Grad +2, sixth-year extended graduates) represents those students who graduated in 2013-14 following the completion of their sixth year extended study.

The 2014-15 AYP report will provide for each high school and district a calculated graduation rate resulting from the first point where AYP is met in the following six steps:

- (1) the 2014 graduation cohort rate; if the graduation goal is not met then proceed to the next step.
- (2) the multi-year average of the 2014, 2013, and 2012 cohort; if the graduation goal is not met then proceed to the next step.
- (3) the calculation of Safe Harbor; if the graduation goal is not met then proceed to the next step.
- (4) a growth measure equaling or exceeding a 10% reduction in non-graduates between the 2013 cohort and the 2014 cohort as referenced by the state's 89% goal; if the graduation goal is not met then proceed to the next step.
- (5) a growth measure equaling or exceeding a 12.5% reduction in non-graduates between the 2013 4-year cohort and the 2013 5-year extended cohort as referenced by the state's 89% goal; if the graduation goal is not met then proceed to the next step.
- (6) a growth measure equaling or exceeding a 15% reduction in non-graduates between the 2012 4-year cohort and the 2012 6-year extended cohort as referenced by the state's 89% goal.

If a school or district does not pass any of these six steps, then the school or district 2014 cohort rate will be listed and the school or district will be identified as not making AYP.

The State references the 89% graduation goal as the primary reference for determining sufficient achievement. The State uses unique targets for each of the respective years: the 2014 four-year cohort graduation rate uses a 10% improvement target; the 2013 five-year extended cohort graduation rate uses a 12.5% improvement target; and the 2012 six-year extended cohort graduation rate uses a 15% improvement target. The improvement target is measured as the percent reduction of non-graduates from the preceding year against the 89% goal. Meeting the goal or the improvement targets for any of the four-year, five-year

extended, or six-year extended graduation rates would mean that the school or district had met the secondary indicator for adequate yearly progress. Reliability testing will be applied only to steps (1) and (2), where annual sample data are analyzed.

The State Retains the 89% Graduation Rate Goal

During 2009-10, the U.S. Department of Education issued a clarification to the 2008 graduation guidance, which specifically required each state to establish a new, rigorous graduation rate goal, effective with the 2009-10 adequate yearly progress reports. This graduation rate goal specifies what the expected graduation rate should be for all high schools and districts; however, all state-defined AYP graduation rate rules still apply, including possible multi-year averaging and reliability testing.

The State Superintendent established the 89% graduation rate goal following a review of historical graduation rate data, including aggregate and subgroup rates, and discussions with representatives of several key statewide advisory committees, which were facilitated by the Department of Public Instruction. Representatives from the following statewide advisory committees provided their analyses and recommendations for a state graduation rate goal: the State's advisory committee on standards and assessment, the State's special education advisory committee, and the Governor's Commission on Education. The State Superintendent made the final decision and set the new graduation rate.

The State Superintendent established the 89% graduation rate as a means of providing ample incentive for all schools statewide to achieve higher performance on the most important academic indicator for success, especially for those schools with lower graduation rates, reflecting the public's expectations for increased student outcomes. If the schools statewide demonstrate increased subgroup graduation rates, both the subgroup and aggregate rates statewide will evidence increases beyond the established graduation rate goal. The Department of Public Instruction reserves the right to review and amend this statewide graduation rate at a later time.

V. Final Adequate Yearly Progress Determination

The AYP report provides a final determination of a school's overall AYP status. This summary statement is listed at the bottom of the report. Three different AYP status statements may appear:

1. ***"Met Adequate Yearly Progress."*** This statement indicates that the school met the requirements for AYP. The school's data did not generate any "*" for *"Did not meet Adequate Yearly Progress"* statements in any of the categories. There are no reliable data to indicate that the school has not met adequate yearly progress.

Any category with an "i" for *"Insufficient data to determine Adequate Yearly Progress"* indicates that the 2014-15 student sample size (or the combined sample size from 2012-13, 2013-14, and 2014-15, if the previous years' data were not reported out) within that category was insufficient to make a reliable AYP determination and that multiple-year data were referenced to generate a report. One should be careful not to infer any conclusions about a school's performance on a given category if the category is designated as "Insufficient data".

2. ***“Did not meet Adequate Yearly Progress.”*** This statement indicates that the school did not meet the requirements for AYP in at least one category. There exist reliable data to report that the school has not met adequate yearly progress.
3. ***“Insufficient data to determine Adequate Yearly Progress.”*** This statement indicates that every category has an “i” for “*Insufficient data to determine Adequate Yearly Progress*”. Any category with an “i” for “*Insufficient data to determine Adequate Yearly Progress*” indicates that the 2014-15 student sample size (or the combined sample size from 2012-13, 2013-14, and 2014-15, if the previous years’ data was not reported out) within that category was insufficient to make a reliable AYP determination and that multiple-year data were referenced to generate a report. One should be careful not to infer any conclusions about a school’s performance on a given category if the category is designated as “Insufficient data”.

VI. Contacts

Any questions related to the calculation of a school’s adequate yearly progress may be forwarded to

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APPENDIX A

Calculating a Test of Statistical Significance to Determine the Reliability of an AYP Determination

Before a school can be identified as not making adequate yearly progress (AYP), a statistical reliability test is conducted to determine that the school did not, with 99% confidence, make the state's annual measurable objective (AMO). The state Accountability Plan uses a statistical test, a confidence interval based on the binomial distribution, to calculate the reliability of any AYP determination. The example provided below illustrates the process. For a thorough description of the reliability test, reference Section 9 of the State Accountability Plan. The reliability test is conducted on achievement levels, participation rates, attendance rates, and graduation rates.

An example is provided below to illustrate application of the test of statistical significance to achievement.

1. Determine the numbers of students used in AYP calculations.

The table below illustrates calculations to determine the number of students to use for AYP calculations. It includes the distribution of achievement levels in reading for a school's grade 4 students. Note that results from the ND State Assessment (NDSA) and the ND Alternate Assessment (NDAA) are combined.

- **Number of students (NDSA Summary Report):** the number of students whose levels of achievement were reported on the North Dakota State Assessment.
- **Number of students (ND Alternate Assessment):** the number of students with severe cognitive disabilities who took the North Dakota Alternate Assessment (in lieu of the NDSA).
- **Number of students not considered for AYP:** the number of students who, for various reasons, are not counted in determining AYP. Students who were not enrolled in a school *district* for 173 instructional days prior to the NDSA are not included in the school district AYP determination. Home education students and foreign exchange students are not included in calculation of AYP.
- **Total number of students used to calculate AYP (B+C-D):** Add columns B and C; subtract column D.

A	B	C	D	E
Achievement Level	Number of students (NDSA Summary Rpt)	Number of students (ND Alternate Assessment)	Number of students not considered for AYP	Total number of students used to calculate AYP (B+C-D)
Advanced	1	-	-	1
Proficient	8	1	1	8
Partially proficient	3	-	1	2
Novice	1	-	-	1
Total	13	1	2	12

2. Determine the State intermediate goal (SIG) for each grade and content area for the school.

If the school is organized as K-6 or 7-8 or 9-12, enrollment data from grade 4 or grade 8 or grade 11 are used to calculate weighted achievement goals for the purpose of determining AYP. Refer to pages 7-8 of the present document to identify the state intermediate goal for each grade (4, 8, 11) and content area (reading, mathematics). In the example below, AYP for reading achievement for grade 4 is being calculated based on an arbitrary state intermediate goal for grade 4 reading of 82.6%.

NOTE: When a school has more than one grade included in AYP calculations (e.g., the school is organized as K-8, therefore having grades 4 and 8 rolled together), the school will have a weighted intermediate goal that probably is not the same as the state intermediate goal. See the school's AYP report for its weighted intermediate goal in reading and in math. Look for "Achievement Goal" near the top of each column.

3. Conduct the test of statistical significance using Excel.

- In cell A1, enter the word "proficient" then tab down.
- In cell A2, enter the word "students" then tab down.
- In cell A3, enter the word "goal" then tab down.
- In cell A4, enter the word "result" then tab down.
- In cell B1, enter the *number* of students who are advanced and proficient (from Column E in the table above). Tab down.
In the example, 9 students are advanced or proficient.
- In cell B2, enter the total number of students who are being considered in the AYP calculation (from Column E Total). Tab down.
In the example, a total of 12 students would be included in the calculation.
- In cell B3, enter the state intermediate goal for the grade level and content area, as a decimal. Tab down.
In the example, the state intermediate goal for grade 4 reading is 82.6%; therefore, enter .826 in cell B3.
NOTE: If the school's intermediate goal is weighted because the results for more than one grade are used to determine AYP, enter the school intermediate goal as indicated on the school's AYP report. There will be one intermediate goal for reading, and a separate one for mathematics.
- In cell B4, enter the following: =BINOMDIST(B1,B2,B3,TRUE)
Tab down. The result will be calculated.
Note: there are no spaces between characters in the formula.

Note: A test of statistical significance may only be applied with a goal set at less than 100%.

A	B
proficient	9
students	12
goal	0.826
result	0.348725

- If the result is **less than .01**, then the school did not make AYP.
If the result is **more than .01**, then the school did make AYP.

In the example, the result is 0.348725, which is more than .01, indicating that the school did make AYP for the achievement indicator in reading in grade 4.

- Go back into cells B1, B2, and B3 to enter different numbers (of students, or the state intermediate goal) in order to calculate the result and determine whether AYP has been met. Additional examples are provided below.

A	B
proficient	5
students	12
goal	0.738
result	0.0185

Result is more than .01. School did make AYP.

A	B
proficient	5
students	12
goal	0.711
result	0.0316

Result is more than .01. School did make AYP

A	B
proficient	5
students	12
goal	0.826
result	0.0016

Result is less than .01. School did not make AYP.